



SEND policy		Associated Policies
Last reviewed	April 2024	Admissions Policy
Next review	April 2027	Curriculum Policy
Gov. sub-committee	Education	EAL Policy
Owner	Teaching, Learning & Send Lead (SLT)	

Special educational needs and disabilities (SEND) can affect a child or young person’s ability to learn. They can affect their:

- behaviour or ability to socialise, for example they struggle to make friends
- reading and writing, for example because they have dyslexia
- ability to understand things
- concentration levels, for example because they have attention deficit hyperactivity disorder (ADHD)
- physical ability

AIMS

This policy aims to fulfil our whole school mission statement: To provide an outstanding education that realises the unique potential of every pupil, whilst ensuring the very best pastoral care.

OBJECTIVES:

- To promote an atmosphere of encouragement, acceptance and respect for achievements in which all pupils can thrive
- To develop sensitivity to individual needs and a climate of support in which self-confidence and self-esteem can grow
- To process (and identify) pupils with learning difficulties and construct a programme suitable to their needs
- To adopt positive and consistent strategies to help pupils with any learning, behavioural or physical needs
- To identify the roles and responsibilities of staff in providing for pupil’s special educational needs
- To inform parents of the needs and progress of their child providing them with guidance on how to gain external, expert support

ARRANGEMENTS FOR COORDINATING SEND PROVISION

The Governing body and Headteacher are responsible for ensuring that the SEND provision is managed effectively. The Headteacher devolves the day to day running to the member of SLT in charge of Teaching, Learning and SEND. The school recognises that pupils identified as SEND are potentially more vulnerable and therefore this information is stored on CPOMS to enable safeguarding procedures to be followed so that any related behaviour issues can be supported. The wellbeing of our pupils are managed by our Phase Leaders, who operate as our deputy DSLs.

IDENTIFICATION – ASSESSMENT & REVIEW ARRANGEMENTS

Some pupils will hold reports from specialists before they enter the school. When a pupil is accepted on roll, the recommendations from the specialist's report will be discussed with the parents and the fulfilment of them decided upon before entry.

Specialist provision will be sought from external agencies, if the School determines it is needed, with the cost covered by the pupil's parents. If the School feels that they are unable to meet a pupil's specific needs, the School reserve the right to withdraw an offer of a place.

Each class or subject teacher is responsible for the learning and development of all the pupils within his/her class including those with special educational needs. Individual Education Plans (IEPs) are constructed in collaboration between class teachers and the SEND lead to aid both pupil and teacher with teaching and learning.

A variety of assessment methods for all pupils will also be used to aid in the identification of SEND. Monitoring and assessment occur throughout the school year. Some of our assessment methods include:

- Reading and Spelling ages (standardised Years 1-6)
- End of term assessments, e.g., White Rose assessments
- Mental maths tests
- Phase 1 phonics assessments
- Teacher formative assessments
- Written evidence from the pupil
- End of year INCAS assessments

When the school considers that a pupil may have an area of SEND, the school will inform parents of findings and will suggest an action plan moving forward, starting with a consultation with their GP.

INTEGRATION & ACCESS TO THE CURRICULUM

To maximise learning, pupils may work in small groups, or in 1:1 tutorials, inside and outside of the classroom. Parents will be asked about the specific lessons they would like their pupil to be removed from, to undertake these lessons, but this cannot always be guaranteed (see Parents in Partnership below).

LIASION WITH OTHER SCHOOLS AND AGENCIES

In order to ease any transition, arrangements are in place for liaison between Richmond House School and the next school. Arrangements will be made, if necessary, for other professionals to work within school.

PUPILS WITH AN EDUCATION HEALTH CARE PLAN (EHC Plan)

The needs of the majority of pupils with SEND will be met effectively through the School's SEND support. However, where the pupil or young person has not made expected progress despite the SEND support in place, parents and the School have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their pupil. Parents are asked to consult with the School before exercising this right.

The School will always consult with parents before exercising this right.

If the Local Authority refuses to make an assessment, parents have a right of appeal to tribunal. The School does not have this right of appeal. Where a prospective pupil has an EHC Plan, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School.

Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the Local Authority if the Local Authority is responsible for the fees and the School is named in the EHC Plan. In all other circumstances charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010. The School co-operates with the Local Authority to ensure that relevant annual reviews of EHC Plans are carried out as required.

PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Having a home language other than English is not considered a learning difficulty, but we recognise that a pupil with EAL may also have a special educational need. For pupils who have a home language other than English and are in the process of learning English as an additional language, we will proceed by:

- Collecting background information, with parents indicating their home language upon registration
- Ensuring staff complete an EAL Educare Course as part of our annual September INSET day
- Investigate any concerns raised by staff
- Collecting and analysing evidence to determine the pupil's language level, access to the curriculum and need, if any, of intervention and support
- Providing appropriate educational provision in line with waves of support interventions

The full EAL policy is available from the School office, which details our approach to developing the skills of the pupil with English as an additional language.

RESOURCES

Assessment Results are found on our School Teaching and Learning SharePoint. Class teachers provide differentiated learning resources for pupils with SEND, following advice and recommendations from external agencies. Additional levels of support packages can be paid for by parents, following advice from the school, incorporating recommendations given by outside agencies engaged.

PARENTS IN PARTNERSHIP

We recognise the importance of effective dialogue between teachers and parents. Parents are kept informed of their pupil's progress and we take into account the wishes, feelings and knowledge of parents. There are regular Parents' Evenings, meetings about curriculum, and individual consultations on both a formal and an informal basis. Any 'day-to-day' concerns are covered by the class teacher, with any further concerns handled by the Phase Lead or the SLT member in charge of Teaching, Learning and SEND depending on the individual needs.

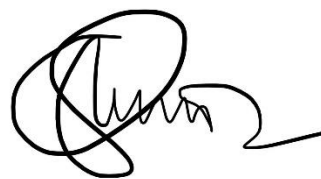
TRAINING, MONITORING AND EVALUATION

Meetings are held at agreed intervals between key stakeholders to discuss the development of special needs within the school. Time is allocated during staff meetings or additional meetings to discuss pupils giving cause for concern with invitations extended to specialist agencies. Training happens for all staff throughout the year, with the Teaching & Learning Lead having completed a 'Special Educational Needs and Disabilities Course' in 2024.

A review of this policy, through the Governing body and the SLT, is undertaken within 3 years of the last review date.



Signed (Headteacher)



Signed (Chair of Governors)

Appendix:

SEND Identification Flow Chart

